**THIRD GRADE ENVISION MATH CURRICULUM MAP**

**CANYONS SCHOOL DISTRICT**

**2010 – 2011**

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

* Mathematics Learning in Early Childhood, National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

— Ginsburg, Leinwand and Decker, 2009

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for *clarity and specificity*.

**AUGUST (6 days)**

**TOPIC 1 – NUMERATION**

Topic 1 (6 days), No Common Formative Assessment/CFA & Differentiation (0)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| Review of 2nd grade Common Core | **Topic 1**  Recommend: Topic 1- Numeration | 1 | Assessment and Reteach |
| Review of 2nd grade Common Core | Recommend: 1.1 Number: Hundreds | 1 | Numeration in no longer in the 3rd grade core; however it is recommended to review topic 1. |
| Review of 2nd grade Common Core | Recommend: 1.2 Number: Thousands | 1 |  |
| Review of 2nd grade Common Core | Recommend: 1.3 Number: Greater Numbers | 1 |  |
| Review of 2nd grade Common Core | Recommend: 1.5 Number: Comparing Numbers | 1 |  |
| Review of 2nd grade Common Core | Recommend: 1.6 Number: Ordering Numbers | 1 |  |
| NO CFA DATA ENTRY for August |  |  | NO CFA FOR AUGUST |

**SEPTEMBER (20 days)**

**TOPIC 2 – ADDING WHOLE NUMBERS**

**TOPIC 3 – SUBTRACTION NUMBER SENSE**

Topic 2 (7 days), Topic 3 (4 days), Common Formative Assessment/CFA & Differentiation (9 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Number and Operations in Base Ten:** **Use place value understanding and properties of operations to perform multi-digit arithmetic.** 3. NBT. 2.  Fluently add and subtract within 1000 using strategies and algorithms based on place value properties of operations, and/or the relationship between addition and subtraction. | **Topic 2**  2.1 Number Sense: Addition Meaning and Properties | 1 |  |
| 3. NBT. 2 | 2.2 Number Sense:  Adding on a Hundred Chart | 1 |  |
| 3. NBT. 2 | 2.3 Number Sense:  Using Mental Math to Add. | 2 |  |
| 3. NBT. 1.  Use place value understanding to round whole numbers to the nearest 10 or 100 | 2.4 Number Sense: Rounding | 2 | Topic 3-4 Number Sense: Estimating Differences may be used to review 3. NBT.1.  (Rounding) |
| 3. NBT. 1 | 2.5 Number Sense: Estimating Sums | 1 |  |
| 3. NBT. 2 | 2.6 Addition:  Adding Two Digit Numbers | 1 |  |
| 3. NBT. 2 | 2.7 Addition: Models for adding two digit numbers | 1 |  |
| 3. NBT. 2 | 2.8 Addition: Adding 3 digit numbers | 1 |  |
| 3. NBT. 2 | 2.9 Addition: Adding 3 or more numbers | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
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| 3. NBT. 2 | **Topic 3**  3.1 Number Sense: Subtraction Meanings | 2 |  |
| 3. NBT. 2 | 3.2 Number Sense: Subtracting on a hundreds chart | 1 |  |
| 3. NBT. 2 | 3.3  Number Sense: Using mental math to subtract | 1 |  |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP) |  |  | SEPTEMBER 7th – 24th |
| CFA TESTING WINDOW |  |  | September 27th – October 8th |
| DATA ENTRY DUE DATE |  |  | October 8th |

**OCTOBER (17 days)**

**TOPIC 4 – SUBTRACTING WHOLE NUMBERS TO SOLVE PROBLEMS**

Topic 4 (12 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Number and operations in base ten:  Use place value understanding and properties of operations to perform multi-digit arithmetic.** 3. NBT. 2.  Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | **Topic 4**  4.1 Subtraction:  Models for subtracting 2-digit numbers | 2 |  |
| 3. NBT. 2 | 4.2 Subtraction:  Subtracting 2-digit number | 2 |  |
| 3. NBT. 2 | 4.3 Subtraction: Models for subtracting 3-digit numbers | 2 |  |
| 3. NBT. 2 | 4.4 Subtraction: Subtracting 3 Digit Numbers | 2 |  |
| 3. NBT. 2 | 4.5 Subtraction: Subtracting Across Zero | 2 |  |
| 3. NBT. 2 | 4.6 Problem Solving: Draw a Picture and Write a Number Sentence | 2 |  |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | October 25th – November 4th |
| DATA ENTRY DUE DATE |  |  | November 4th |

**NOVEMBER (16 days)**

**TOPIC 5 – MULTIPLICATION MEANING AND FACTS**

Topic 5 (11 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 3.OA.1 **Operations and Algebraic Thinking**: **Represent and solve problems involving multiplication and division.** 3.OA.1    Interpret products of whole numbers, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 objects each.  For example, describe a context in which a total number of objects can be expressed as 5 x 7. | **Topic 5**  5.1 Number Sense: Multiplication as Repeated Addition | 1 |  |
| 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.  For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ☐ ÷ 3,  6 x 6 = ?  **Understand properties of multiplication and the relationship between multiplication and division.** 3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) | 5.2 Number Sense- Arrays and Multiplication | 2 | Break apart numbers- Use Lesson 3.4 from the **4th grade** book. (Will use again in December for multiplication.) |
| 3.OA.1 3.OA.3 | 5.3 Number Sense: Using Multiplication to Compare | 1 |  |
| 3.OA.3 | 5.4 Writing Multiplication Stories | 1 | Use symbols to represent the unknown. |
| 3.OA.9 **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**  Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  3.OA.8 **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  3.OA.7 **Multiply and divide within 100.**  Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8x5=40, one knows 40÷ 5=8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | 5.6 Multiplication: 2 & 5 as Factors | 2 |  |
| 3.OA.9 3.OA.8 3.OA.7 | 5.7 Multiplication: 10 as a Factor | 1 | Teach to 100 when teaching Multiplication: 10 as a Factor (see 18.1) . |
| 3.OA.9 3.OA.8 3.OA.7 | 5.8 Multiplication: 9 as a Factor | 1 |  |
| 3.OA.9 3.OA.8 3.OA.7 | 5.9 Multiplying with 0 & 1 | 1 |  |
| 3.OA.9 3.OA.8 3.OA.7 | 5.10 Two-question problems | 1 |  |
| 3.OA.9 3.OA.8 3.OA.7 | **\*18.1** Multiplication: Using Mental Math to Multiply | 1 | Use Topic 18 for this lesson.  Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | November 29th – December 10th |
| DATA ENTRY DUE DATE |  |  | December 10th |

**DECEMBER (13 days)**

**TOPIC 6 – MULTIPLICATION FACT STRATEGIES: USE KNOWN FACTS**

Topic 6 (10 days) Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 3.OA.9 3.OA.7 | **Topic 6**  6.1 Multiplication: 3 as a factor | 1 |  |
| 3.OA.9 3.OA.7 | 6.2 Multiplication: 4 as a Factor | 1 |  |
| 3.OA.9 3.OA.7 | 6.3 Multiplication: 6 & 7 as a Factor | 2 |  |
| 3.OA.9 3.OA.7 | 6.4 Multiplication: 8 as a Factor | 1 |  |
| 3.OA.5 Associative Property | 6.6 Multiplication: Multiply with 3 factors | 2 |  |
| 3.OA.8 | 6.7 Problem Solving- Multiple Step Problems | 2 |  |
| 3.OA.5 Distributive Property | **\*4th grade** - Lesson 3.4 | 1 | \* 4th grade Topic Lesson 3.4 |
| Differentiation Days | Reteach/Extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | January 3rd – January 14th |
| DATA ENTRY DUE DATE |  |  | January 14th |

**JANUARY (19 days)**

**TOPIC 7 – DIVISION MEANINGS**

**TOPIC 8 – DIVISION FACTS**

Topic 7 (6 days), Topic 8 (8 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 3.OA.2 **Represent and solve problems involving multiplication and division.** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.  3.OA.3 3.OA.4 | **Topic 7**  7.1 Number Sense: Division As Sharing | 2 |  |
| 3.OA.3 | 7.3 Number Sense: Division as Repeated Subtraction | 2 |  |
| 3.OA.2 | 7.4 Writing Division Stories | 2 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| 3.OA.4 3.OA.6 **Understand properties of multiplication and the relationship between multiplication and division.**  Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.  3.OA.7 | **Topic 8**  8.1 Division: Relating Multiplication and Division | 3 |  |
| 3.OA.3 3.OA.4 | 8.2 Division: Fact Families with 2,3,4, and 5 | 1 | Use symbols for the unknown Divide to 100: same as multiplication (see 3.OA.7) |
| 3.OA.3 3.OA.4 | 8.3 Division: Fact Families with 6 & 7 | 1 |  |
| 3.OA.3 3.OA.4 | 8.4 Division: Fact Families with 8 & 9 | 1 |  |
| 3.OA.3 3.OA.4 | 8.5 Division: Fact Families with 0 & 1 | 1 |  |
| 3.OA.3 3.OA.4 | 8.6 Problem Solving- Draw A Picture and Write a Number Sentence | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP) |  |  | January 10th – January 28th |
| CFA TESTING WINDOW |  |  | January 24th – February 4th |
| DATA ENTRY DUE DATE |  |  | February 4th |

**FEBRUARY (18 days)**

**TOPIC 10 – SOLIDS AND SHAPES**

**TOPIC 12 – UNDERSTANDING FRACTIONS**

Topic 10 (3 days), Topic 12 (12 days), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Geometry: Reason with shapes and their attributes.** 3. G. 1.  Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).  Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | **Topic 10**  10.7 Geometry:  Quadrilaterals | 3 | 10-7 is the only Lesson in this Topic that is connected to quadrilaterals. Topic 10 materials may be used as supplementary lessons to facilitate non-examples of quadrilaterals. 4th grade teaches lines, rays, and angles; however, may want to teach right angle and parallel lines to help make classification more meaningful. |
| 3. G. 2.  Partition shapes into parts with equal areas.  Express the area of each part as a unit fraction of the whole.  For example, partition a shape into 4 equal parts with equal area, and describe the area of each part as 1/4 of the area of the shape. | **Topic 12**  12.1 Fractions:  Dividing Regions into Equal Parts | 2 | 12-1 dovetails with 3.NF. 1 |
| **Number and operations-Fractions Develop understanding of fractions as numbers.** 3. NF. 1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b | 12.2 Fractions: Fractions and Regions | 2 |  |
| 3.NF.1 | 12.3 Fractions: Fractions and sets | 2 |  |
| 3. NF. 2 Understand a Fraction as a number on the number line; represent fractions on a number line diagram.      a.  Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts.  Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.      b.  Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0.  Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.  3.NF.2 | 12.4 Fractions: Benchmark Fractions  12.7 Fractions: Fractions on the Number Line | 3 | 12.4 and 12.7 are taught together to support standard 3NF.2 a & b. |
| 3. NF. 3   Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.      a.  Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.      b.  Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3).  Explain why the fractions are equivalent, e.g., by using a visual fraction model. | 12.5 Fractions:  Finding Equivalent Fractions | 1 |  |
| c.  Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.  Examples:  Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. |  | 1 | <http://illuminations.nctm.org>  Fun with Fractions Lesson 4 - Investigating Equivalent Fractions with Relationship Rods |
| d.  Compare two fractions with the same numerator or the same denominator by reasoning about their size.  Recognize that comparisons are valid only when the two fractions refer to the same whole.  Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. | 12.6 Fractions:  Using Models to Compare Fractions | 1 | Does not explicitly compare like numerators and denominators.  Add supplementary materials. |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | February 21st – March 4th |
| DATA ENTRY DUE DATE |  |  | March 4th |

**MARCH (20 days)**

**TOPIC 14 – CUSTOMARY MEASUREMENT**

**TOPIC 15 – METRIC MEASUREMENT**

**TOPIC 16 – PERIMETER, AREA, VOLUME**

Topic 14 (2 days), Topic 15 (3 days), Topic 16 (10 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data Represent and interpret data.** 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.  Show the data by making a line plot, where the horizontal scale is marked off in appropriate units--whole numbers, halves, or quarters. | **Topic 14** |  | Skip Topic Opener - covers concepts not taught in core. |
| 3.MD.4 | 14.1 Understanding Measurement | 1 |  |
| 3.MD.4 | 14.2 Fractions of an Inch | 1 | Show the data by making a line plot, where the horizontal scale is marked off in appropriate units: whole numbers, halves, or quarters. |
| **Measurement and Data Solving Problems Involving Measurement and estimation of intervals of time, liquid volumes, and masses of objects.** 3.MD.2 Measure and estimate liquid volumes and masses of objects using standards units of grams (g), kilograms (kg), and liters (l).  Add, subtract, multiply, or divide to solve one-step word problems in the same units, e.g., by using drawings (such as beaker with a measurement scale) to represent the problem. | **Topic 15**  15.3 Metric Units of Capacity | 1 | This lesson includes milliliters (mL), which is NOT included in Common Core. Additional hands-on activities needed. |
| 3.MD.2 | 15.4 Units of Mass | 2 | Additional hands-on activities needed. |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** 3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same. | **Topic 16**  16.1 Understanding Perimeter | 1 |  |
| 3.MD.8 | 16.2 Perimeter of Common Shapes | 1 |  |
| 3.MD.8 | 16.3 Measurement: Different Shapes with the Same Perimeter | 1 |  |
| **Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.** 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. 3.MD.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. 3.MD.5b A plane figure that can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. | 16.5 Measurement: Understanding Area | 2 |  |
| 3 OA.5 Apply properties of operations as strategies to multiply and divide--distributive property 3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning. | **\*4th Grade**: Lesson 3.4  3 and 4 as Factors | 1 | \* Need 4th grade Topic Lesson 3.4  Distributive Property was addressed in December.  The goal here is to take properties of operations deeper. |
| 3.OA.5 Distributive Property portion 3.MD.7c | **\*4th Grade**: Lesson 3.5  6, 7 and 8 as Factors | 1 | \* Need 4th grade Topic Lesson 3.5 |
| 3.MD.7d Recognize area as additive.  Find areas of rectilinear figures by decomposing them into non-overlapping parts, applying this technique to solve real-world problems. | **\*4th Grade**: 14.3  Area of irregular shapes | 1 | \* Need 4th grade Topic Lesson 14.3  Real world connection--find area of a yard with different rectangular shapes |
| 3.MD.7d | 16.8 Problem Solving--Solve a Simpler Problem | 1 |  |
| 3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning. | **\*4th Grade**: 14.2  Area of Squares and rectangles | 1 | \* Need 4th grade Topic Lesson 14.2  Note: the student pages include decimals in problem solving |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | March 28th – April 8th |
| DATA ENTRY DUE DATE |  |  | April 8th |

**APRIL (16 days)**

**TOPIC 17 – TIME AND TEMPERATURE**

**TOPIC 20 – DATA, GRAPHS AND PROBABILITY**

Topic 17 (7 days), Topic 20 (5 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data:** **Solve Problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** 3.MD.1.  Tell and write time to the nearest minute and measure time intervals in minutes.  Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | **Topic 17** | 1 | Topic opener deals with temperature & time--focus on time to minute and hour.  (Temperature supports heat/light unit in science.)  17.1-Review half and quarter hours.      (1st grade core covers half hours)      (2nd grade core covers 5 min. increments) |
| 3.MD.1 | 17.2-Time to the Minute | 2 |  |
| 3.MD.1 | 17.4-Elapsed Time | 2 |  |
| 3.MD.1 | 17.6-Problem-Solving: Work Backward--elapsed time | 2 | Lesson uses a number line to help determine elapsed time. Skip questions 4, 6, 7, 8, 9, & 10 because they do not relate to time. |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| **Represent and interpret data** 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.  Solve one- and two- step "how many more" and "how many less" problems using information presented in scaled bar graphs. | **Topic 20**  20.2 Statistics:  Reading pictographs and bar graphs | 1 | Review 20-1:  Organizing Data |
| 3.MD.3 | 20.3 Making Pictographs | 1 |  |
| 3.MD.3 | 20.4 Making bar graphs | 1 |  |
| 3.MD.3 | 20.9 Problem Solving--Use tables and graphs to draw conclusions | 2 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | April 25th – May 6th |
| DATA ENTRY DUE DATE |  |  | May 6th |

**MAY (21 days)**

**TOPIC 18 – MULTIPLYING WITH GREATER NUMBERS**

**TOPIC 19 – DIVIDING WITH 1-DIGIT NUMBERS**

Topic 18 (5 days), Topic 19 (6 days), Common Formative Assessment/CFA & Differentiation (10 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
|  | Review  & Assessment | 6 | CRT Testing Window |
| **Step up to 4th grade:**  4th grade Common Core | 18.2 Multiplication: Estimating Products | 1 |  |
| 4th grade Common Core | 18.3 Multiplication: Multiplication and Arrays | 1 |  |
| 4th grade Common Core | 18.4 Multiplication: Breaking Apart to Multiply | 1 |  |
| 4th grade Common Core | 18.5 Multiplication: Using an Expanded Algorithm | 1 |  |
| 4th grade Common Core | 18.6 Multiplication: Multiplying 2- and 3-Digit by 1-Digit Numbers | 1 |  |
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| 4th grade Common Core | 19.1 Division: Mental Math | 1 |  |
| 4th grade Common Core | 19.2 Division: Estimating Quotients | 1 |  |
| 4th grade Common Core | 19.3 Division: Connecting Models and Symbols | 1 |  |
| 4th grade Common Core | 19.4 Division: Dividing 2-Digit Numbers | 1 |  |
| 4th grade Common Core | 19.5 Division: Dividing with Remainders | 1 |  |
| 3.OA.3 | 19.6 Problem Solving: Multiple-Step Problems | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP) |  |  | May 9th – May 27th |
| CFA TESTING WINDOW |  |  | May 25th – June 8th |
| DATA ENTRY DUE DATE |  |  | June 8th |